



## INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES FOR STUDENTS OF NON-LANGUAGE UNIVERSITIES

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### Annotation

This article analyzes modern methods of developing English language skills in university students. Measures to teach English in a unique way for students of non-philological disciplines using new technologies

**Keywords:** technology, internet, the case method, STL learning in collaboration, brainstorming, problem learning, computer presentation.

Today, due to the rapid pace of development of innovative technologies, changes are taking place in all spheres of society. In particular, in higher education there is a need for new methods and approaches to teaching foreign languages. New technologies in teaching foreign languages in practice prove their effectiveness and lead to high rates in mastering foreign languages. Currently, along with traditional methods of teaching a foreign language (grammar-translation, structural and communicative), innovative ones are used. The status of the student and the teacher has changed and the priority of their roles - the student is the "object" of teaching influences" [2, p. 277]. In the first place is the cognitive activity of the student, and not the teaching activity of the teacher. The priority is the active thinking activity of the student, and the teacher plays the role of a supervisor who provides well-chosen and appropriate teaching methods. Modern innovative methods in teaching foreign languages include such as the project method (Internet projects), the case method, STL learning in collaboration, brainstorming, problem learning, computer presentation, etc. The Internet is a source of many valuable and varied and authentic materials on a professionally oriented topic. Today, thanks to the Internet, which is available to most students, modern technologies are being introduced for learning a foreign language, new forms of language learning and new forms of knowledge control are emerging. Modern mobile technology (mobile phones, tablets, MP3 / 4 players, iPad, etc.) allows you to master all aspects of the language (reading, speaking, listening and writing) at any time, in the classroom or outside. Modern technologies stimulate students not only the practical use of a foreign language,



but also a certain professional behavior - independence, activity and creativity [4]. The method of projects (Internet projects) is becoming more and more popular today. This method is aimed at independent, interactive learning, gives the opportunity for students of different levels to express themselves. This method implements one of the most difficult tasks in terms of methodology: at the same time, a language environment is created and a foreign language is used in practice. When implementing various projects, the student needs to solve a complex of various problems. Thus, "working on an Internet project is a multilevel and multidimensional approach to language learning." [3, p. 303]. The design work must meet the following criteria: 1. The presence of a professional and practical orientation of the design work. 2. The presence of a specific purpose of work: the use of a foreign language in oral and written form, the development of skills in all types of speech activity. 3. Independence of students, starting with the choice of the topic of interest in the project and ending with the planning of work. 4. Result orientation: preparation of a creative project at the final stage in an appropriate form (for example, in the form of a Power Point presentation). 5. Development of important social qualities as a result of working on a joint project. 6. Development of interdisciplinary connections in the process of performing work. Despite all the variety of types of project activities (for example, professionally oriented, research, role-playing, creative), while working on any project, the following steps must be performed: 1. Planning - planning a project by a teacher, initiating it, choosing a topic based on educational material, professional interests of students, analysis of ideas. 2. Development of the structure and general plan of the project - defining the main idea, collecting information, drawing up a plan, etc. 3. Working in groups - drawing up a step-by-step plan, searching and processing material, correcting errors, preparing a presentation. 4. Presenting a project - presenting joint work in a chosen form. 5. Reflection - discussion of joint work and participation of everyone in the work of the group, as well as summing up and evaluating the results of the activity [2, p. 279]. Working on a presentation certainly develops reading, writing, translation skills; a creative approach to performing tasks is expressed in various forms of data presentation [3, p. 304]. Thus, today, along with traditional methods of teaching a foreign language, innovative methods are increasingly used. Project-based learning, as one of the innovative methods, significantly develops both linguistic and social and professional skills of students of non-linguistic universities.



A distinctive feature of modern education is its accessibility, which is ensured through the use of distance learning technology in the educational process. One of the most common languages of international communication is English. The organization of distance learning English for students of non-linguistic specialties is fraught with a number of difficulties. The purpose of our article is to describe methodological recommendations for organizing distance learning of students of non-linguistic specialties in English. According to O.Yu. Efremova, the potential of distance learning lies in the following characteristics of educational technology: 1) flexibility (students' choice of time, pace and place of work, the ability to independently determine the intensity of training necessary for mastering the subject); 2) adaptability (empowering students with the right to choose, create and implement an individual trajectory for obtaining education or acquiring skills and abilities); 3) modularity (the ability from a set of independent courses of modules to form a curriculum that meets individual or group needs); 4) economic efficiency (relatively low cost of training, ensured by focusing on a larger number of students and more efficient use of training space and technical means); 5) a new role of the teacher (the teacher acts as a coordinator of the cognitive process, he is called upon to provide advice in drawing up an individual curriculum, in the process of managing educational projects, and so on) [1, p. 306]. We believe that the organization of distance learning English for students of non-linguistic specialties is fraught with a number of difficulties. The key problem of distance learning of the English language is the difficulty in understanding by students of the phenomena of the studied language, which is due to the discrepancy between the language system of the foreign language being studied and the system of the native language and the smaller number of hours for learning the language provided for in the curricula for training students of non-linguistic specialties. To overcome this problem, we suggest that teachers prepare a summary of the topic ("synopsis"), aimed at clarifying the difficult aspects of the English language. The second difficulty lies in the limited nature of live foreign language communication, which is especially necessary in the process of teaching the language to students of non-linguistic specialties. When organizing distance learning, the teacher is faced with a dilemma: the need for "live" communication in the process of foreign language training and the difficulty of its implementation due to the remoteness of the participants in the educational process. In order to resolve this difficulty, we orient students to use the Skype system.



An integral part of the educational process is the analysis of its effectiveness, which consists in diagnosing the level of students' language training. The difficulty faced by the teacher at this stage is the objectification of the procedure for monitoring the speech skills and abilities of students. This difficulty is dictated by the very essence of distance learning, which is based on maximum student autonomy. As D.V. rightly believes. Chernilevsky, the intellectual resources of the educational institution as a whole and the department as a structural unit of the latter should be focused on the solution of transporting knowledge and diagnosing its quality [3, p. 237]. We believe that the assessment of the language competence of students should take place only in the process of live communication. It is live communication that will allow the teacher to determine the level of students' proficiency in lexical and grammatical material, the basic concepts of the course, to assess the ability to apply the knowledge gained in practice. In addition, the final control work is carried out within a strictly agreed timeframe and is limited in time. The success of mastering the course largely depends on the students' awareness of knowledge gaps and the desire to fill these gaps. To solve this problem, we supply students studying remotely with a set of test tests included in the so-called "student portfolio" (the term is borrowed from ES Polat). Under this term, the scientist understands the instrument of self-assessment of the student's cognitive work, reflection of his own activity [2, p. 126]. Based on the results of passing the test test, the student receives information about the issues that require re-study. Based on the above information, we formulated the following guidelines for organizing distance learning in English for students of non-linguistic specialties: 1) it is advisable for the teacher to prepare a summary of the topic ("synopsis"), explaining the difficult aspects to master; 2) the core element of the English-language educational process should be live communication using the capabilities of the Skype system; 3) the final modular work should be done in real time; 4) in matters of diagnostics of English-speaking competence, priority should be given to the conversational topic; 5) students should be provided with screening tests to identify gaps in knowledge and adjust the self-study program. Of course, the material of the article does not exhaust all aspects of the problem under consideration. Prospects for further scientific research, in our opinion, lie in the development of distance learning courses for certain aspects of the language.



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